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ABSTRACT

A pilot project for three-year-old migrant children was conducted. Its purpose was to design and implement a curriculum for 35 Mexican-American children, ages 3.0 to 3.9, and to evaluate the effect of this curriculum on these children. The program included an extended day care program supervised by two teachers and eight teacher aides. The project was evaluated using a number of measures assessing intellectual development, competency in language skills, cognitive skills, physical skills, and self-concept development. Growth in the area of intellectual competence was reflected by a significant increase on the Leiter International Performance Scale. The check list completed by the teacher on each of the children also reflected growth in the areas of language development, cognitive development, physical development, and self-concept. The data collected on the project reflects the effect of an organized curriculum implemented by teachers and teacher aides and supervised by professional personnel on migrant three-year-old children. (Author/CK)

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MIGRANT EARLY CHILDHOOD EDUCATION PROGRAM IN HARDEE COUNTY, FLORIDA: AN EVALUATION

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FOREWORD

The Migrant Early Childhood Education Program undertaken in Hardee County, Florida, during the winter and spring months of 1971, was an initial step in determining a curriculum design geared to the needs of a predominately Spanish-speaking group of three-year old children. Even though the program was of comparatively short duration, the evaluation presented in this report underscored much of the rationale for the curriculum design and provides useful information for continuing early childhood programs for migrant children.

Appreciation is extended to Mr. Floyd T. Christian, Commissioner of Education of the State of Florida, and to the several State and Federal agencies which provided financial support to permit development of the Resource Guide for an Exploratory Curriculum for Three-Year Old Migrant Children, and to provide for the evaluation of this curriculum.

Appreciation is also extended to members of the Migrant Section of the State Department of Education who contributed time and energy to the project.

Special appreciation is expressed to Dr. Ira J. Gordon, Director, Institute for the Development of Human Resources, University of Florida, for his guidance and expertise in formulating the initial proposal, participating in the pre-planning, and providing support and constructive criticisms throughout the project.

Gratitude is warmly expressed to Mr. Travis Loften, University of Florida, who was instrumental in bringing about the excellent working relationships between the University personnel and the Hardee County school personnel.

Many people participated in the total project, however, the director and project staff are solely responsible for the evaluation presented in this report.

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CHAPTER I

EARLY CHILDHOOD EDUCATION MIGRANT COMPENSATORY PROGRAM

INTRODUCTION

In January, 1971, the Institute for the Development of Human Resources, University of Florida contracted with the Migrant Section, Florida State Department of Education to conduct a pilot project for three-year old migrant children at Zolfo Springs Elementary School in Hardee County, Florida. This report conveys the evaluation of this Early Childhood Day Care Project which includes an overview of the curriculum prepared, the research design, the evaluation, instrumentation and data analysis, and summary.

PROBLEM

The purpose of this project was to design and implement a curriculum for thirty-five Mexican-American children, ages 3.0 - 3.9 in an extended educational day care program. The rationale for the curriculum was based upon the premise that migrant children, because of the migratory nature of their living pattern and the realities of their bi-lingual environments, often develop learning deficits when placed in middle class public school situations.

The major objective of this compensatory program was to maximize the educational potential of the child and to increase the probability of a successful educational experience in the public schools. The following considerations were included in the curriculum design:

1. a language-oriented program to bridge the gap between home and school oral language;

2. a task-oriented program to increase the child's ability to solve problems at his particular stage of intellectual and motor-skill development;

3. an experience-oriented program to assure opportunities for effective relating to school and the larger community, and expanding his knowledge beyond the immediate home environment;

4. a social-emotional development program conducive to growth in self-esteem; and

5. a health and nutritional program to enhance physical well-being necessary for the realization of a total life program.

Realizing the absence of parental supervision and intellectual stimulation in the typical migrant home, and believing in the premise defined in the Florida Parent Educator Model (4) that education is enhanced when child and parent are involved in the learning process, it was decided to use junior high or high school adolescent siblings in the program to serve as primary liaisons between home and school. The adolescents were to spend one two-hour period of time after school in working with on-site personnel in preparing tasks to use at home with the children. Two additional hours per week were to be spent at the center site in work/play situations with the younger children. An additional four hours per week were to be spent at home working with the three-year olds on performance tasks. It was assumed that in addition to bridging the gap between home and school, the adolescents themselves would profit from the experience and from assuming responsibility in a salaried position.

PROCEDURE

Several months prior to the start of the project the Institute

for the Development of Human Resources began a process of making personal contacts with local area residents, school personnel, and members of the Hardee County Board of Education in an attempt to evaluate the practicality and effectiveness of instituting the Early Childhood program. Members of the Institute approached Hardee County Board Members and Superintendent of Schools, Dr. James G. Smith, with the basic rationale of the program, explaining that the primary involvement on the part of the University of Florida would be the research aspect. The Hardee County School Board accepted the proposed project and selected Zolfo Springs Elementary School as the site of the project. It was determined that all personnel would be selected from the Hardee County community, with the prime consideration that as many teachers and teacher's aides as possible come from local migrant families. Because of the experimental nature of the program, the Institute for the Development of Human Resources decided to implement the program with regular on-site in-service education being provided by the Institute.

The three-year old children were housed in two portable classrooms, 20' x 40' each, connected by a fenced play area 40' x 40' to provide an indoor-outdoor learning environment. The classrooms were furnished with equipment and materials conducive to creative work and play to promote exploratory learning experiences, stimulate creativity, provide problem-solving opportunities, build language development skills, and provide motor/perceptual development.

On-site personnel, hired by the University of Florida with the approval of the Hardee County School Board, included a teacher coordinator, two interim teachers, and eight teacher aides who spoke both English and

Spanish. Prior to the opening date of school the on-site staff attended a three-day pre-program workshop at the University of Florida, selected the participating three-year olds and adolescents, and participated in a two-day on-site workshop in their classrooms.

Once the actual program began, continuous in-service training and consultation was provided by the Institute for the Development of Human Resources for both on-site personnel and adolescent siblings. Curriculum implementation and presentation of adolescent home-school tasks was provided throughout the program on a regular two-week interval. Constant evaluation of the curriculum and the home-school tasks were made both on-site and at the University of Florida by Institute personnel.

CURRICULUM OVERVIEW

The curriculum for this project was based on five program considerations: language, cognition, experiences, self-concept, health and nutrition. Each of the program phases was sequential in design, thereby insuring an orderly progression of learning tasks and experiences for the child. Through use of a check list of skills, the teacher was encouraged to observe systematically each child's progress. As the child acquired facility in a lower level skill, the teacher modified the curriculum to promote learning for the child at the next level. She was also able to modify her own teaching behaviors in accord with children's learning styles to promote efficient program development and, more particularly, to effectively guide children toward learning goals.

The language-oriented program phase emphasized the child's need

(1) to talk and be listened to with acceptance of teachers and peers, and (2) to listen in order to understand perceptually that which is being said -- in Spanish and English. The child's home language was accepted; school language (English) was taught and encouraged, but without pressure.

The cognititve task-oriented program phase stressed increased intellectual stimulation to overcome early learning deficiences through specific teacher-directed learning activities geared primarily for intellectual growth. These tasks reflected the need for increased emphasis on cognitive activities in the education of young children and the importance of selecting learning activities for their cognitive content.

The experience-oriented program phase encouraged active participation in the school environment: doing, being, playing, working. Learning experiences gained through sensory perceptions, listening, smelling, tasting, feeling, and observing were provided. They were concrete experiences, not abstract.

The self-concept program phase placed greatest import on providing opportunities for increased awareness of self as a giving and receptive person, worthy of recognition and acceptance, and capable of successful experiences in the school world. It stressed belief in the child's integrity as an individual, his right to be accepted as he is, his unique abilities, and his pride in himself and his family.

Health and nutrition was incorporated into the total daily program combining good health and safety practices, proper diet at school, adequate rest and sleep habits during school, and medical and dental examinations prior to the child's entrance into the program.

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The adolescent in the program served as a liaison between school and home. Performance tasks (to be used at home with the younger sibling) were prepared by the adolescent and the teaching team of professional and paraprofessional. These tasks reinforced school learning. The adolescents were taught the value of the home learning tasks, how to prepare tasks, how to select materials for the tasks, and ways to present the tasks to the three-year olds. It was hoped that the parent in the home setting would learn from the older sibling the teaching of specific skills to the younger child. Examples of learning tasks as well as an illustration of the procedure used in teaching these tasks to the adolescent sibling are found in Appendix A.

In addition to a pre-service workshop, in-service consultancy was provided during the implementation of the program at Zolfo Springs. Two day, bi-weekly observational visits were made by an early childhood education consultant from the Institute for the Development of Human Resources. Conferences were held with the teaching team to promote keener understanding and insight into the rationale for the curriculum design, to encourage innovative teaching practices, to enhance learning opportunities for the children, and to suggest ways of furthering the implementation of the curriculum. Interpretation by the consultant of learning patterns of the three-year olds assisted the teaching team in the modification of the curriculum, when appropriate, to facilitate individual learning goals of children. Assistance and direction was also provided the adolescents in the program through this consultancy which provided them with skills needed to implement their part of the program.

CHAPTER II

HYPOTHESES AND INSTRUMENTS

This chapter will present the research hypothesis under which the evaluation was conducted and will describe the various instruments used in the evaluation procedures. Since the Hardee County Program was primarily a curriculum development program, the research and evaluation hypothesis derived directly from this curriculum development. That is, for research and evaluation there was one hypothesis. We wished to evaluate and ascertain whether or not the curriculum used in the Early Childhood Day Care Project made a significant difference in the performance of the three-year old migrant children. These performance levels were measured in many different ways, as the evaluation staff chose to sample a number of different types of performance. In general, the staff focused upon three major areas of performance. The first area was labeled as "achievement" or "general intellectual development". Growth in this area was measured by a number of intelligence tests at least one of which was in Spanish and at least one of which is considered to be relatively culture free. The second major area to be evaluated was that of motor/perceptual skills possessed by the children. These skills are derived from the curriculum overview and include the language skills, cognitive skills, physical skills, and changes in self-concept. The third major area of evaluation was observation of behaviors by the children in the classroom and a summary of the findings of these observational instruments. A pre-post measure of areas generally referred to as self-concept were also obtained for the adolescent siblings.

LIMITATIONS

Before reviewing the instruments used in the evaluation of the Early Childhood Day Care Project, it should be pointed out that a number of variables existed in this program which made the analysis of data and interpretation of the results rather limited. First, the program did not begin until well into January and terminated in May, which provided only a three to four month time period during which growth was observed. Thus, the total impact of the curriculum on various areas of growth may not be fully reflected by the data. Second, because of the variability of attendance by the three-year old children in the program, the number of children on which both pre-test and post-test measures were available is quite limited. For example, in some areas a total of ten children are included with both pre and post measures. These restrictions will be discussed more fully in the final chapter of this report, but it needs to be pointed out at this time that these factors severly limit the interpretation of the results.

INSTRUMENTS

The first groups of instruments to be described are those which sample general intellectual ability. The three measures used were the Peabody Picture Vocabulary Test (3), both in Spanish and English, the Leiter International Performance Scale (1), and the Preschool Inventory (2), which is commonly known as the Caldwell Scale. These three instruments were administered on a pre-post test basis and the results are described in the following chapter. The Peabody Picture Vocabulary Test was designed

as a measure of the child's verbal intelligence as measured through his hearing vocabulary. It has the advantage over many general intelligence tests in that it is specifically designed for children of the age group in the Early Childhood Day Care Project. Both an English version and a Spanish version were used in the project. For both the English version and the Spanish version there are two forms, A and B which are parallel tests. In the administration of both the English and Spanish versions of the Peabody Picture Vocabulary Tests one form was used for the pre-test and the alternate form for the post-test.

The Leiter International Performance Scale, the Arthur Adaptation, is described as a "nonverbal Binet for young children." (1,pp.1) Like the Peabody Picture Vocabulary Test, the Leiter is designed to sample intellectual behaviors in young children. It differs from the Peabody Picture Vocabulary Test in that it is more of a nonverbal performance measure and does not depend as heavily upon verbal fluency or skill as does the Peabody. The third scale used was The Preschool Inventory (Caldwell Scale). This instrument was designed specifically for disadvantaged children, specifically those in Head Start. It is described as a measure which focuses primarily upon progress or growth in the child rather than a particular level in which the child operates at a given moment.

One of the important aspects of any evaluation of a curriculum is the change in skill or performance level by the recipients of the curriculum, the children themselves. The results from the Peabody, Leiter, and the Caldwell were evaluated primarily in terms of amount of

growth from the beginning to the end of the curriculum program in Hardee County.

Under the section in Chapter I labeled Curriculum Overview, a number of areas were listed which are important aspects of the total curriculum. These include language-orientation, cognitive task orientation, experience orientation, and concern with self-concept. The second set of instruments used were a series of check lists prepared by the Institute staff and completed by the teacher, which were designed to sample various aspects of these four areas. The teacher completed these check lists at the end of the program and indicated whether or not the child was capable of exhibiting each of these skills. The analysis of these data was in terms of the percentage of children capable of exhibiting each of several skills under the four major areas described.

The third instrument used was an observational measure of in-class behavior. This was done by sending trained observers into the classrooms for four observation times over a two month period. The specific scale used was the Situational Categories Observation Schedule (8) developed by Dr. Gary L. Weld, University of Florida. (See Appendix B) The Situational Categories Observation Schedule was developed specifically for preschool age youngsters. The observer watches an individual child for five separate but consecutive two minute periods and records either the presence or absence of a number of behaviors contained on the scale. This observational procedure was done four times for each child observed during the length of the program.

A supplementary but important part of the Early Childhood Day Care Project was the use of adolescent siblings as teachers or teacher's aides. Over and above the specific effect that these adolescent siblings had on each of the children, the research staff was interested in what effect, if any, the participation in this program might have on the adolescent himself. Two scales were administered to the adolescents on a pre-post basis. The first was the How I See Myself Scale (5) (See Appendix C) which contains four factors relating to self-concept. These four factors are described in greater detail in Chapter III. The other scale was the Social Reaction Inventory (7) (See Appendix D) which is a general measure of the degree to which the respondent sees himself as either controlled by outside sources or as having a considerable amount of self-control over his own destiny. The staff was interested in what effect, if any, participation in the program might have on the way in which the adolescents saw themselves. That is, what effect, as reflected by performance on the two scales mentioned, would participation in the program have on their self-concept?

CHAPTER III

RESULTS

The presentation of the results of the evaluation of the Early Childhood Day Care Project follow the same plan of organization as presented in Chapter II. That is, the first set of results presented are measures of intellectual skills, the second set are analyses of the various skill levels associated with the curriculum, and the third set are analyses of the observational data. In addition, results relating to changes in self-concept of the adolescent siblings are also presented.

Because the three-year old children who were the students in the Early Childhood Day Care Project come from a Mexican-American background, it was assumed that many of them were primarily Spanish-speaking and had only a limited vocabulary in English. As a result, both the English and Spanish versions of the Peabody Picture Vocabulary Test were used on a pre-post basis. The pre-tests were collected during the month of February and the post-test during the latter part of April. This is a short time period in which to ascertain changes due to curriculum and this is one of the limitations of the study. It was possible to collect both pre-test and post-test data on only a small portion of the students in the program. The number of students on whom results are reported is between ten and thirteen. It is of interest to note that for purposes of analysis and comparison, the mean chronological age of the children when they entered the program was between three years, six months and three years, seven months. Since the program continued for approximately four months, growth in mental age as compared to chronological age may be done by using three

years, six months as the pre-average and three years, ten months as the post-average chronological age.

The first set of data presented focuses upon the Peabody Picture Vocabulary Test for both the English and Spanish version. The data in Table I summarizes the findings of a pre and post-test data analysis.

TABLE I

PEABODY PICTURE VOCABULARY TEST
(mean raw scores for English and Spanish versions)

	Pre	Post	t
English Version	10.55	17.18	2.25*
Spanish Version	14.80	16.20	0.47
N	11		

*Significant at .05 level

Inspection of Table I shows that there were significant gains from pre-test to post-test for the English version of the Peabody Picture Vocabulary Test when mean raw scores were compared. A calculated t of 2.25 is significant beyond the .05 level. However, no significant differences in pre-test and post-test mean raw scores for the Spanish version were found. While for both the English and Spanish versions the post-test scores were higher than the pre-test scores, only for the English version were the post-test scores found to be significantly higher. Within the limits of the data collected and the number of subjects involved, the data in Table I suggests that there were significant increases in the ability to recognize

and identify pictures for the English version but no such significant improvement for the Spanish version.

The raw score on the Peabody Picture Vocabulary Test were used instead of mental age or I.Q. scores because the raw score for some students was so low that an I.Q. score could not be obtained from the tables contained in the manual. While it is dangerous to discuss mean scores as related to I.Q., it may be of some help in understanding the scores in Table I to realize that a raw score of approximately 11 for children between three years, three months and three years, eight months corresponds to an I.Q. score of 62. The 17.18 raw score for the English version corresponds to an I.Q. score of 71. No such norms or conversion tables were available for the Spanish version but it appears likely that comparable I.Q. scores would be shown for the mean raw scores for the Spanish version.

The second measure of intellectual performance used was the Arthur Adaptation of the Leiter International Performance Scale. The scores obtained from the Leiter Scale are given in mental age form and the data presented in Table II are mean mental age scores.

TABLE II

MEAN MENTAL AGE SCORES FOR
LEITER INTERNATIONAL PERFORMANCE SCALE

N	Pre	Post	t
13	30.19	49.08	6.97**

**Significant at .01 level

An examination of Table II shows that the post-test mean mental age scores were significantly higher when compared to the pre-test scores. A calculated t of 6.97 is significant well beyond the .01 level. This suggests that there was a significant increase in mental age, as reflected by the Leiter Scale, from the pre-test to the post-test for the 13 subjects on whom both pre and post-test scores were available. Using the same mean chronological age score as was previously mentioned, it is interesting to note that the mean chronological age of the children as shown by the pre-test was 42 months with a pre-test mental age of 30.19 months. The post-test chronological age was approximately 46 months with a mean mental age score of 49.08 months. Table II suggests not only that there was an increase in mental age from pre to post-test but that the gain in mental age from the pre-test to the post-test exceeded the change in chronological age, so that the chronological age for the pre-test was higher than the mental age but the mental age of the children at the post-testing exceeded that of the chronological age. Using traditional methods of computing I.Q. scores on a mental age to a chronological age ratio, the results in Table II suggests that on the post-test scores the mean I.Q. of the group measured was higher than 100.

The third measure of intellectual competency was The Preschool Inventory (Caldwell Test). A number of difficulties were encountered in the administration of The Preschool Inventory Test, even though the examiner was both a trained tester and bi-lingual. As a result, it was decided to be very flexible and adaptive in administering the four series of test included in The

Preschool Inventory. While some data of interest were collected, the number of subjects on which accurate pre and post-test data were available was too small as to permit any reasonable statistical analysis. For example, out of the subjects tested, only 5 provided both pre and post-test scores on The Preschool Inventory. In addition, the items 27-42 which are included in test II of The Preschool Inventory were eliminated from both the pre-test and post-test. (See Appendix E) This was done because the questions asked were not being answered by the students and it was the judgment of the examiner that they were too difficult for the students. Within these limits, the following general statements may be made about the data on The Preschool Inventory. For the 5 subjects on which both pre and post-test measures were available, the mean score for those items completed and given to the student was 12 for the pre-test and 20 for the post-test. This suggests that the children did significantly better on the post-test than the pre-test wven though some parts of the test were omitted. These mean scores, however limited, have added significance when one examines the mean scores of some 7 students who were used as a control group and were not in the Early Childhood Day Care Project. The mean score for these 7 students using the same items on the test was 14.5. The testing was done at the same time as the post-testing for those students in the preschool program. While no statistical analyses were performed, several general comments seem appropriate. One, the children in the preschool program did better on the post-test than the pre-test. Two, when compared with the control group, the mean post-test score of those in the Early Childhood Day Care program was higher than those who were not in the program.

Since The Preschool Inventory was apparently designed in part to be relevant to children with disadvantaged backgrounds, the specific experience with the children in this program suggests that either we were dealing with a very select sample or that some items on The Preschool Inventory were not relevant to a preschool Mexican-American population. The evaluation staff assumes the latter.

In addition to obtaining results relating to general intellectual competence using standardized tests, a number of specific skills items relating to the four major emphases of the curriculum program were also evaluated.

The following tables are derived from a check list of skills used by the teachers at the end of the program to determine children's developmental progress. They are not objective data; rather, they are subjective data -- a view of children's learning as reported by teachers.

Basically, Tables III through VI indicate rather typical patterns of developmental growth in three-year olds. Some of the items point to various strengths which seem to the designer of the curriculum to have been gained through planned programming in the curriculum. Weakness of the children may occur because of lack of systematic teaching of activities designed to eliminate such weaknesses. However, home environment plays such an important role in many of these areas of learning that, if our premise that migrant homes are not conducive to good learning experiences is valid, then whatever growth was made during this brief pilot program is perhaps growth that might not have been made otherwise.

Language Skills

Although the program design encouraged teachers to create an environment for speaking in either Spanish or English, the evaluation staff was interested in determining to what extent this group of Mexican-American three-year olds would make English a part of their everyday language. The results of the use of English are presented in Table III. Items #2, #3, #7, and #10 indicate that English was incorporated into the child's language world. The percentage of children answering questions in English was 65.2%; 69.5% of the children asked questions in English; 65.2% of the children talked with other children in English, and 60.9% of the children used descriptive words in English. Item #7 probably gives the most accurate indication of the "comfortable" use of English. This was also reinforced in the home with the adolescent speaking English to the child. Item #5 indicates the level of language attainment through the use of complete sentences in either Spanish (65.2%) or in English (43.4%). It is interesting to note that the new language (English) is used in complete sentences almost as often as the familiar Spanish. The assumption of inadequate language development in the home of a migrant child is shown quite clearly in this item. Rote language, as shown in item #1 where children were to repeat English words as they were said, is high (86.9%); however, this does not show the English words being assimilated into everyday language usuage. Item #9 was used as a home task which would have reinforced #8 as well.

If one is to learn anything from this kind of teacher's report, it might well be that Spanish-speaking children, provided an opportunity to

TABLE III

PERCENT OF STUDENTS EXHIBITING LANGUAGE SKILLS

	Language Skills	Percent of students achieving criteria
1.	Repeats English words	86.9
2.	Answers questions in English	
	All	43.4
	Partially	21.8
3.	Asks questions in English	
	All	43.4
	Partially	26.1
4.	Uses incomplete sentences (Sp or E)?	34.8
5.	Uses complete sentences	
	Spanish	65.2
	English	43.4
6.	Uses Not in sentences	95.6
7.	Talks to other children in English	65.2
8.	Labels objects in English in school environment	56.6
9.	Labels objects in English in home environment	56.6
10.	Uses descriptive words in English	60.9

N = 23

develop oral English language skills without pressure at this young age, would certainly enter into the public schools with increased chances for understanding communication in English between child-and-teacher and child-and child. Acquiring this much usable English in such a short time indicates the young child's ability to master a second language with ease when the opportunity was provided. It would seem, then, that with this type of preschool experience available for migrant children, and especially children of Spanish-speaking migrant families, some of the problems confronting children upon entrance into public schools would well be eliminated or at least alleviated.

Cognitive Skills

The cognitive tasks presented to this group of children required little if any verbaliztion. These tasks were a part of the curriculum design that teachers considered for implementation, as evidenced in their weekly logs as well as in the observations made by consultants. Paraprofessionals and teachers who are used to working with older children have less difficulty in teaching these kinds of skills than they do in working with more abstract ones such as those found in the curriculum self-concept skills and language skills. Table IV summarizes the data on cognitive skills. It seems evident that the high percentages shown in Table IV have direct bearing on the teacher's skill in working with children in these tasks. Items #7, #12, #13, and #17 have to do with verbalization of more abstract thinking on the child's part. The lower attainment levels seem to correlate with their language usage. Item #11 is also concerned with

TABLE IV

PERCENT OF STUDENTS EXHIBITING COGNITIVE SKILLS

	Cognitive Skills	Percent of students achieving criteria
1.	Recognizes and names objects in pictures	91.3
2.	Sorts out "look-alikes": blocks, trucks, etc.	91.3
3.	Classifies according to color: all reds, all blues, etc.	86.9
4.	Classifies according to size: big, little	91.3
5.	Classifies according to shape: circle, square, triangles, etc.	78.3
6.	Classifies according to use: to eat, play, wear	82.6
7.	Orders according to size: big, bigger, biggest, small, smaller, smallest	56.6
8.	Makes and follows simple patterns: beads, blocks etc.	78.3
9.	Understands opposites: up, down, in, out; over, under	69.6
10.	Looks at pictures of two people. Which is tallest? Which is shortest?	69.6
11.	Verbalizes what comes first: baby, child, adults	69.6
12.	Tells story in sequential order: i.e. Three Bears (simple version)	43.4
13.	Verbalizes how things feel to touch - kitten (soft-furry) etc.	29.1
14.	Follows simple directions	100.0
15.	Knows concept of 1 - matches 1 to 1	86.9
16.	Knows concept of 2	78.3
17.	Verbalizes number concept	60.9

N = 23

verbalizing a concept; this percentage is relatively high in comparison with the other four. However, pictures were suggested for use so that the child would be naming objects seen instead of expressing orally an abstract concept. This would probably account for the higher percentage figure in this item as compared to those mentioned above.

Physical Skills

Leeper (6) speaks of "autogeneous learning -- that learning which goes on without specific intent to learn in keeping with the maturation process." Much of the learning in motor skills of preschool children falls into this category. Table V summarizes performance of physical skills. Jumping and hopping, for example, are skills usually developed by age three (as evidenced in item #1), without any direct teaching o particular intent to learn because a child is three. Skipping is a skill more easily acquired by age five if the child is permitted to develop this skill on his own. In this program, 65.2% of the three-year olds were able to skip as well as jump and hop. This may not necessarily indicate autogenous learning, but in fact, the learning that comes from systematic teaching.

Young children draw circles before they draw squares or attempt to draw triangles. Again, this group of three-year olds follow the norm in this stage of motor development: 95.6% were able to draw circles; 82.6% were able to draw squares, and 65.2% were able to draw triangles. (See item #12)

Motor activities form an important part of the young child's

TABLE V

PERCENT OF STUDENTS EXHIBITING PHYSICAL SKILLS

Physical Skills	Percent of Students Achieving Criteria
1. Can jump, hop, skip	65.2
2. Builds with blocks	100.0
3. Paints (uses Tempra and/or finger paint	100.0
4. Colors (uses and knows names)	100.0
5. Cuts with scissors	95.6
6. Works puzzles	
a. (4-6 pieces)	95.6
b. (6-10 pieces)	82.6
7. Dresses self	73.9
8. Follows motions in finger plays in songs	69.6
9. Catches a ball when bounced or tossed	95.6
10. Bounces or tosses a ball	95.6
11. Moves to rhythms	65.2
12. Can draw circle	95.6
square	82.6
triangle	65.2

N = 23

curriculum. As the teacher observes skill development in the child, she is able to provide additional activities to further development of large and small muscle coordination. Observations of teaching practices in this program point this out. As teachers saw children being able to do easily the primary activities (such as jumping, hopping, drawing circles), they introduced second and third steps in sequential order of developmental process (such as skipping, drawing squares, and triangles). This should account for the relatively high percentage of children who were able to skip and to draw squares and triangles. These are "taught" skills at this age more than self-acquired skills.

Adolescents were asked to build tasks for the younger children in the home for items #1, #7, #9, #10, and #12. It can be inferred that these home tasks reinforced school learning and that may be why these percentages are as high as they are.

Self Concept

The check list for self-concept, as noted by the teachers' report, provides some interesting data which are presented in Table VI. Item #6, #7, and #8 require verbalization of thoughts and feelings. These children evidence limitation in this skill: 55.6% of them were able to describe themselves in some way; only 29.1% of them were able to verbalize their own feelings when sad, happy, angry, etc.; while 56.6% of them were able to recognize and talk about feelings of others as seen in pictures. We would expect children from homes where parents are absent much of the time, and adult conversation with the young child is limited to direct orders, to be weaker in this ability than children from middle class, educated

TABLE VI

PERCENT OF STUDENTS EXHIBITING SELF-CONCEPT

Self-Concept	Percent of Students
1. Knows and names members of own family	78.3
2. Knows sex of self	100.0
3. Recognizes self in pictures	95.6
4. Recognizes others in pictures	91.3
5. Labels part of body: points to those names, names those pointed to	86.9
6. Describes self in any way	56.6
7. Verbalizes feelings: sad, happy, mad	29.1
8. Recognizes and verbalizes feelings in others - picture	56.6
9. Wants to do things for self	78.3
10. Seeks help frequently	13.1
11. Wants to help others	30.4

N = 23

homes where parents talk about abstract ideas and feelings with even the very young child. It is evident that teachers in this program have worked with children in looking at pictures of "feelings," talked about how the person felt in the picture, and thereby established learning situations to which children responded. It would also appear that by looking at photographs and slides of one another, and studying themselves in the mirror as was suggested in the curriculum design, children also began to develop the ability to distinguish one child from another, which probably carried over into the description of self. However, all of these transferences into talking about one's own feelings and ideas come slowly when such conversation is not a part of the everyday home conversations.

The independence of this group of three-year olds is shown in items #9 and #10. Quite typical of this age child, parallel play patterns, as shown an item #11, are evidenced also. It may well be that 30.4% of these children wanting to help others is a low percentage because of the felt need to care for one's self in a home situation where peers and older siblings are the "mothering ones" for much of the day. One must be shown how to help others and he must learn this is a "good" thing to do before he learns to want to be in a helping role.

Again, adolescents were given tasks pertaining to items #1, #5, and #9, which we believe added to the young child's ability to accomplish these skills with relative ease.

The third and final set of measures on the children were observational information gathered from the Situational Categories Observation Schedule. A copy of this instrument is in Appendix B. The children

were observed over four time periods and a total of sixteen children are included in the results. Table VII summarizes the frequency of occurence of different classes of behaviors over the four observation times. While the number of children included in this analysis was small and the time period of observation spans only about a six week's period, the frequencies presented in Table VII provide some interesting information. Behavior classes A and B, which focus on an adult suggesting or demonstrating something to an individual child or group of children, can be compared. From the data contained in Table VII, there seems to be a tendency for the frequency of behaviors, where an adult suggests or demonstrates to an individual child, to increase while the frequency of occurence of an adult suggesting or demonstrating to groups of children decreases. This is consistent with the aims of the curriculum developed for the Early Childhood Day Care Project. Behavior class C, adult thwarting action or request of a child, shows a rather steady decrease from the second to the fourth observation period.

It is interesting to compare behavior class D, Group Play, with behavior class G, Solitary Play. It is quite clear from the data presented in Table VII that these two classes of behaviors occurred more frequently than any of the other classes contained in Table VII. There was a generally high frequency of occurence of group play with some indication of an increase in group play activity over the four observational periods. While the frequency of occurence of solitary play behaviors was not as high as that for group play, there was a relatively stable occurence of solitary play over the four observational periods.

TABLE VII

FREQUENCY OF OCCURENCE OF CLASSES OF BEHAVIOR
OVER FOUR OBSERVATION TIMES

		OBSERVATION TIMES			
Behavior Classes		4/19/71	4/30/71	5/18/71	5/25/71
A)	Adult suggests or demonstrates to individual child	13	9	19	27
B)	Adult suggests or demonstrates to group of children	22	35	19	10
C)	Adult thwarts action or request of child	0	19	10	4
D)	Group play	81	131	104	118
E)	Child disrupts child's play	10	7	10	7
F)	Child assaults verbally or physically	3	4	4	0
G)	Solitary play	48	64	41	33
H)	Reaction to success	15	5	16	0
I)	React to frustration	7	0	0	2

Since an important aspect of the curriculum for the Early Childhood Day Care Project focused upon providing opportunities for children to interact with each other in parallel or cooperative play activities, the high frequency occurence of group play was in the anticipated or expected direction. On the other hand, the relatively high frequency of occurence of solitary play suggests that opportunities were provided during the school day for children to work independently on activities that interested them. Overall, this balance of group to solitary play appears to be consistent with the aims of the curriculum.

In testing the hypothesis that there was no significant change in self-concept for the adolescent siblings during the program, a significant gain was recorded on factor 1, Interpersonal Adequacy, of the How I See Myself Instrument. Changes on the other three factors were not significant. These results are presented in Table VIII.

TABLE VIII

PRE AND POST MEANS ON THE FOUR FACTORS
OF THE HOW I SEE MYSELF SCALE
(Adolescents)

		Pre	Post	Change
Factor 1	(Interpersonal Adequacy)	49.00	54.43	5.43*
Factor 2	(Social - Male)	41.33	40.43	-.90
Factor 3	(Personal Appearance)	16.50	15.71	-.79
Factor 4	(Academic Competence)	19.83	18.86	-.97

* $P < .05$

The positive gain in interpersonal adequacy indicates a more positive feeling toward ones self in relationship to ones work, feelings, perserverence,and confidence in self. The responsibility given these adolescents concerning their work with preschool children and the positive attitude developed toward them probably contributed significantly to this increase in self-concept.

The hypothesis that there was no significant change in losses of control during the program, was retained at the .05 level. There was a slight numerical change but it was not statistically significant. These results are presented in Table IX.

TABLE IX

PRE AND POST MEANS ON THE
SOCIAL REACTION INVENTORY SCALE
(Adolescents)

Pre	Post	Change***
9.60	9.43	-.17

***Negative change shows increase in perceptions of control over the environment.

CHAPTER IV

DISCUSSION

An analysis and discussion of the results will be presented in this chapter under four major headings: 1) Language, 2) Cognition, 3) Perceptual Motor Experiences, and 4) Self-concept.

The results of the pre-post-testing on the Peabody Picture Vocabulary Test, using both the English and Spanish versions, (See Table I) reflect a rather significant increase in the children's ability to use English vocabulary with only a modest and nonsignificant increase in their use of Spanish vocabulary. The check lists of occurence of language skills, as presented in Table III, reflect the beginnings of facility with the use of the English language but an apparent continued dependence on the use of Spanish particularly in the use of complete sentences. It was the intent of the Early Childhood Day Care Project to maintain Spanish as a medium of communication but to increase facility in the use of English in communicating. The results presented in Chapter III suggest several things. First, within the limits of the relatively short time period during which the program existed, it seems clear that organized and deliberate exposure to the use of English for communication significantly increased the child's ability to operate in that medium. Second, the modest but insignificant increase on the Peabody Picture Vocabulary Test, Spanish version, suggests that in an atmosphere where there is little encouragement in the use of language, such as the home, little growth occurs. Over and above any other considerations of bi-lingual or bi-cultural values, it is clear that the Mexican-American child needs to have some facility in English in order to

succeed in the public school environment. The data presented in Chapter III suggests that a program such as the one being described here can and does have a significant positive impact on the child's use of English language. On the other hand, it seems clear that more deliberate and active efforts should be made in working in the home situation to encourage increased use of the Spanish language so that facility in both languages increases with age. It is anticipated that if the adolescents had been able to work over a longer period with the home situation that increases in facility in Spanish as well as in English might have occurred.

If one were to view the data on the Peabody Picture Vocabulary Test as an adequate measure of the intellectual potential of the children in the program, the results are not very encouraging. As mentioned earlier in this report, the mean raw scores reported in Table I convert into I.Q. scores that are in the low 60's and 70's. On the other hand, the data presented on the Leiter International Performance Scale in Table II, suggests that the level of cognitive development of these children, when measured by a non-verbal test, is significantly higher than one would infer from the Peabody Picture Vocabulary Test data. The data concerning language skills suggest that there were significant increases in language facility in English for these children; the data presented in Table II (Leiter International Performance Scale) suggest that the overall language facility of these children in either English or Spanish is still rather low when compared with middle class children. The fact that the Early Childhood Day Care Project appeared to have provided increased facility in the use of English suggests that programs beginning at age three, if continued,

may very well increase the overall language facility of the children so that by the time these children reach public school age, age five or six, their language facility may more closely approximate that of middle class children. What this means not only to the teacher working with these children but for the children themselves seems rather clear. Some additional interesting information is presented in Table IV. Those cognitive skills which were achieved by the highest percentage of children, as summarized in Table IV, reflect cognitive ability in labeling or the use of simple phrases which are primarily descriptive. Item 12, which reflects the ability to put events in sequence, and item 13,which focuses upon the affective domain, show significantly lower percentages than many of the other items. The data presented in Table IV appear to reflect the presence of the ability to use simple phrases and labels (items 1-4), but only the emergence of more sophisticated use of language (items 12-13).

An examination of the data in Table V, which reflects physical skills activity, suggests that in psychomotor development the Mexican-American children in this program are developing at about the same rate as one would expect of children from a middle class environment. Again, when measures of performance or competency in non-verbal areas are presented, the children in the Early Childhood Day Care Project appear to be functioning as well as would be expected of children in a middle class environment. It is only when one examines growth in verbal skills that one finds differences. Finally, the beginnings of the development of knowledge about self or self-concept is reflected in Table VI. The less complex aspects of the beginnings of self-concept, such as knowledge of ones own sex and

recognition of ones self or others in pictures seems to occur with a high frequency in these children. When one examines item 7, where the expression of feeling or affect is sampled, the percentage of occurence of this behavior is considerably below that of other items.

The results presented in Chapter III must be viewed within the limits of the time period during which the program operated. Even within these severe time limits, the data suggest that a planned educational day care experience for three-year old Mexican-American children can and does result in significant growth in a variety of areas. It is equally clear, and not unexpected that Mexican-American migrant children come to the day care center quite deficient in many of the language and cognitive skills reported in Chapter III. This evaluation also suggests that deficiencies in these areas for the Mexican-American children can be overcome. While no data is available in this study to support this contention, it is anticipated that were this program to continue over a full academic year until the child reaches kindergarten age, many of the deficiencies apparent in the present data might well be overcome. It is also clear from the data in this study as well as data from the Follow Through Program sponsored by the Institute for the Development of Human Resources that active involvement and participation in the home situation is an essential part of the total educational program for children.

A final word needs to be said about the changes and the role of the adolescent siblings in this program. It is interesting to note that the How I See Myself Scale reflects a significant increase in the feelings of self-adequacy for the adolescent siblings involved in this program. While no

control data was available and conclusions about this finding are therefore limited, the change in feelings of self-adequacy over a three month period as reflected by the How I See Myself suggests that not only can the adolescents provide important and essential contact with the home situation but that this experience in itself has a positive affect on the adolescent sibling involved. Since many of these adolescents will either drop out of school during high school or shortly after completion of high school, marry, and become parents, the experiences gained in working with young children in this program may provide useful and important information to the adolescents who are potential parents.

While no data is available in this study, the effect of continued in-service training of both the teachers and paraprofessionals working in the Early Childhood Day Care Project seems to have resulted in significantly faster growth and improvement in the children than might be normally expected. Continued outside analysis and evaluation by professional staff can be an important part in growth by both teachers and paraprofessionals which is then reflected in growth in children. It is the belief of the staff of this project that consistent in-service training is an important an integral part of the implementation of any such curriculum such as the one described here.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Institute for the Development of Human Resources, University of Florida, in conjunction with the Migrant Section, Florida State Department of Education, and the Hardee County School Board conducted a pilot project for three-year old migrant children at Zolfo Springs Elementary School in Hardee County, Florida. The purpose of the project was to design and implement a curriculum for thirty-five Mexican-American children, ages 3.0 to 3.9, and to evaluate the effect of this curriculum on these children. The program began in January, 1971, and was terminated in May, 1971. The program included an extended day care program supervised by two teachers and eight teacher aides. Prior to the onset of this program the teachers and aides were given pre-service training, and in-service training was provided by staff members of the Institute during the four month period of the program. In addition, a number of adolescents were employed to provide a home-school liaison situation.

The Early Childhood Day Care Project was evaluated using a number of measures. Several measures of general intellectual development were employed including the Peabody Picture Vocabulary Tests, The Preschool Inventory, and the Leiter International Performance Scale. The teachers completed check lists for each of the children indicating competency in language skills, cognitive skills, physical skills, and self-concept development. Trained observers from the University of Florida also

provided observational data on the children's behavior in the classroom for the time period between January and May. In addition, two self-concept measures were given on a pre-post basis to the adolescents in the program.

Growth in the area of general intellectual competence for the three-year old children was reflected by a significant increase on the Leiter International Performance Scale. The pre-mean mental age score on the Leiter was 30.19 and the post-mean middle age score was 49.8. This increase from pre to post was significant well beyond the .01 level. Two versions of the Peabody Picture Vocabulary Tests were given on the pre-post basis. Significant improvement on the English version of the Peabody was obtained but no significant increase was found for the Spanish version. Finally, an adaptive testing administration of The Preschool Inventory indicated that there was some growth in the three-year old children tested between January and May. Because of the difficulties encountered in the administration of The Preschool Inventory, no statistical analysis was done. These measures of general intellectual ability suggest rather clearly that a day care program for three-year old migrant children can provide the environment for considerable intellectual growth. The relative lack of growth, as reflected by the Spanish version of the Peabody Picture Vocabulary Test, suggests limited experience both in the school and in the home in the use of Spanish.

The check list completed by the teacher on each of the children also reflected growth in the areas of language development, cognitive development, physical development, and self-concept. The growth in

language development appears to reflect greater progress in the area of rote memorization of language and somewhat less growth in the ability to manipulate language in a more sophisticated way such as telling story endings or in the use of complete sentences. In the area of cognitive development, considerable growth was found in the more rote type of labeling activity and somewhat less growth in the ability to use higher cognitive skills such as ordering from biggest to smallest, and the use of affect in describing how things feel to the child. Physical growth and development appeared to be normal for the three-year old child. The measures of self-concept indicate that there is evidence of the emergence of identification with self but limited understanding of the relationship between self and others.

Data obtained from observational instruments reflected a balance between group play, parallel play, and individual or solitary play in the classroom. The observational data also reflects a rather marked decrease in the amount of direction or guidance provided by the teacher which was accompanied by an increase in more self-directed behavior by the children.

The two self-concept measures given to the adolescents showed a significant increase in feelings of self-adequacy, as reflected by the How I See Myself scale. The remaining factors on the How I See Myself and the Self-Report Inventory did not change significantly between January and May.

The data collected on the Early Childhood Day Care Project reflects the effect of an organized curriculum implemented by teachers and teacher

aides and supervised by professional personnel from the University of Florida on migrant three-year old children. Although the project continued for only a four-month period, the amount of growth seen in the children appears to warrant the conclusion that such a program will have a significant positive effect on the intellectual and social development of these children. There is every reason to believe that if this program were continued that these children would show continued growth in language and cognitive skills which will provide increased opportunity for them to compete successfully with non-migrant children in the regular public school program. The use of consultants from the University of Florida to provide constant in-service training and guidance allowed the teachers in the project to modify and expand the curriculum as growth in the children occurred.

APPENDIX A

EXAMPLES OF LEARNING TASKS AND ILLUSTRATIONS

TASK INSTRUCTIONS

Teenagers:

This week we want to be sure that the children understand the meaning of some special words.

up----------down
over----------under
in----------out
beside, next to

Play with your sister and brother using these words. "Jump up and fall down, together. Walk over a low beam, walk under a high beam. Put something in a box, pull it out again. Who is sitting beside you? What is next to the table?" Use these words again and again until the child shows he can understand what they mean.

MONDAY: Use the child and his whole body to learn these words. Put the child over and under things, let him move up and down, get in and out, and stand beside and next to things. Talk about what he is doing, use the words over and over, again.

TUESDAY: Tell the child what to do. Can he do it? Does he understand? "Jump over this shoe. Put your hand under this blanket. Put the glass next to the plate. come in the house. . . ."

WEDNESDAY: You use your body and the child's to teach these words. "Put your hand over my hand. Put your finger under my chin. Put your foot beside mine. . . ."

THURSDAY: Use objects around the house to teach these words. "Put the spoon in the glass. Put the shoe under the bed. Is the ball in your room? . . . "

FRIDAY: Write the words you are sure the child understands in his folder. Think of the words he doesn't know yet and use them everyday to be sure the child will learn.

SAMPLES OF HOME TASKS USED BY ADOLESCENTS WITH THREE-YEAR OLDS

These tasks are to reinforce learnings that are taking place within the classroom situation. Recording of data is important. This can be done in conversation with the teachers, or the assisting teachers. It does not have to be in written form (especially if this causes pressure and concern and possible failure for the adolescent.)

SERIES I:

1. Listen to child talk about experiences at school. Note these experiences about which he talks. Encourage talking. Accept child's own home language (Spanish).

2. Ask simple questions to encourage conversation about school. Ask questions that require more than a "Yes" or "No" answer. Talk with the child in his own home language.

SERIES II:

1. Tell a story to the child (first in Spanish and then in English, depending upon child's ability to understand any English words.)

2. Read a simple story to child. Choose a book with many large pictures that you can talk about with the child. Point to some of the pictures and say the name of the objects in the picture in Spanish and then in English. Have child repeat two or three of the English words after you. Do not "push" English.

3. Play a game with the child. Teach him a finger play: for example, Eensy-Weensy Spider.

SERIES III:

1. Play "catch" with the child. Bounce a ball to him and have him bounce the ball back to you. Then try an under-hand toss of the ball. Speak in English to the child while you are playing with him.

2. Hop, jump, walk, run, skip with the child. Make a game out of this play. Say: "hop, hop, hop; jump, jump, jump, etc." in English as you play together. You may have to teach the child to skip.

3. Name familiar objects in the home with the child in English. Have him repeat the words after you. Coat, book, ball, table, dish, bed, etc.

SERIES IV:

1. Have the child name objects in the home to you in English without you telling him first what the word is. For example: bed, chair, table, etc.

2. Keep a list of words that the child uses in English without repeating them after you. Whenever child says a word in English, write down that word. These are words that he chooses to use on his own in English.

3. Make a folder with all of the words the child knows in English.

4. Ask questions of the child in English to see if he understands what you are asking him. Accept either Spanish or English answers. When he answers you in English, praise him for his efforts.

5. Teach the child one simple nursery rhyme in English.

SERIES V:

1. Talk with child as he gets dressed or undressed. Talk about articles of clothing. Label these articles of clothing in English. Have child repeat words -- shoes, pants, dress, shirt, etc.

2. Talk about parts of the body: legs, arms, eyes, head, nose, etc. Label these words in English. Have child repeat words in English. These are legs, this is your head. These are hands. When you have done this several times, ask the child to point to body part you label in English. For example: Where is your head? Where are your eyes? The third step is to point to your head and ask, "What is this called?" etc.

3. Show pictures from book or magazine of clothing and parts of the body. Have child tell you words in English -- repeating them after you if needed.

4. Sing song: "With your hands go clap, clap, clap."
   Sing song: "Mary has a red dress, etc."

SERIES VI:

1. Look at pictures of smiling face, sad face, afraid face. Talk about faces. When one is happy, one smiles; when one is sad, one cries; when one is angry, one shouts, wants to hit; when one is afraid, one does not smile, sometimes cries.

2. Find other pictures of children who look like this.

3. Learn song, "When You're Happy and You Know It...." Sing with child.

SERIES VII:

1. Have child help set table. Make sure he knows there is a dish for each person, a fork for each person, etc.

2. List things that "belong to child". Have child name them in English.

SERIES VIII:

1. Name colors. Match colors -- a red dress, a red book, a red crayon. Use red, yellow, blue, green.

2. Play this game with your younger child: Let's be tall (both stretch way up). Let's be small (both squat down). You be tall (child stretches). I'll be small (adolescent squats).

SERIES IX:

1. Name objects around house or outside. Match pictures of objects with real objects.

2. Keep adding to list of words child knows. Review words known in English.

3. Encourage child to speak in complete sentences. For example: I want a drink. not want drink.

4. Continue to talk with child about what he does at school. Encourage him to tell you in English. Speak often to child in English.

APPENDIX B

SITUATIONAL CATEGORIES OBSERVATION SCALE

SITUATIONAL CATEGORIES OBSERVATION SCHEDULE (SITCAT)
Gary L. Weld, University of Florida

This schedule was developed as a research instrument in conjunction with the Home Learning Center Approach to Early Stimulation Project (NIMH Grant #R01 MH 16037-0) Ira J. Gordon, Principal Investigator; Barry J. Guinagh, Project Director.

DIRECTIONS

The Situational Categories Observation Schedule provides a framework for observing and recording the behavior of preschool youngsters singly or in small groups. It is designed to incorporate both situational and sequential dimensions of behavior in one record. Efficiency and ease of use can be gained through a thorough familiarization with the situational categories.

In using the schedule each child is observed individually for five separate but consecutive two-minute periods, making a total observation time of ten minutes for each child. During each two-minute period the behaviors observed are recorded in the appropriate columns (1-5 for each situation "A" - "I", or under "J" if the behavior did not occur within a particular situation) using consecutive numbers to indicate the order in which the behaviors occurred. For example, if the child (C) is absorbed in solitary play when the first two-minute observation begins a "1" would be placed in column 1, opposite G, 1 if within the same two-minutes, the child next gets a different toy a "2" would be placed in column 1 opposite G-5 if the new toy is then taken away by another C and the observed C begins to cry, a "3" would

be placed in column 1 opposite E-8. If at the beginning of the second minutes an adult (A) is attempting to reinterest the child in something new and he listens but does nothing a "1" would be placed in column 2, opposite A-6. These recording procedures are continued throughout the remaining observation time so that within each two-minute period (column) there is a series of consecutive numbers beginning with 1.

Space is provided on the back of the schedule for recording characteristic examples of the child's speech at the conclusion of each two-minute period.

The remarks section is intended to be used for describing any behaviors the observer feels have not been adequately recorded elsewhere.

SITUATIONAL CATEGORIES OBSERVATION SCHEDULE

A. A makes suggestion or gives demonstration to individual C
Obsvn Period 1 2 3 4 5
1. Follows enthusiastically 2. Follows w/o protest 3. Follows w/overt protest 4. Follows w/vocal protest 5. Tries to follow w/o protest 6. Watches/listens passively, no R 7. Refuses w/overt protest 8. Refuses w/vocal protest 9. Ignores A; continues activity 10. Situation did not occur

B. A makes suggestions or gives demonstration to group of C
Obsvn Period 1 2 3 4 5
1. Follows enthusiastically 2. Follows w/o protest 3. Follows w/overt protest 4. Follows w/vocal protest 5. Tries to follow w/o success 6. Watches/listens passively, No R 7. Refuses w/overt protest 8. Refuses w/vocal protest 9. Follows group action 10. Opposes group action 11. Ignores A; cont. own activity 12. Ignores grp. action; cont. own act. 13. Situation did not occur

C. A thwarts C's action/request
Obsvn Period 1 2 3 4 5
1. Accepts w/o protest 2. Accepts w/vocal protest 3. Accepts w/overt protest 4. Cries or screams 5. Disrupts activity of other C 6. Isolates self 7. Continues action after warning 8. Situation did not occur

D. Group play; interact w/C
Obsvn Period 1 2 3 4 5
1. Vocalizes to other C/A 2. Smiles/laughs 3. Cont.activity when other c Leave(s) 4. Grp. breaks up when C leaves 5. Participates silently 6. Watches A(s) 7. Helps other C 8. Shares toys 9. Grp. breaks up when A leaves 10. Situation did not occur

SITUATIONAL CATEGORIES OBSERVATION SCHEDULE

E. C disrupts obsvd C's play

Obsvn Period
1 2 3 4 5

1. Continues play w/offending C
2. Physically struggles w/offending C
3. Goes to another C for help
4. Begins new game w/o protest
5. Begins new game w/overt protest
6. Begins new game w/vocal protest
7. Goes to another C & plays w/o protest
8. Cries/Screams
9. Goes to A for help
10. Isolates self
11. Ignores offending C
12. Situation did not occur

F. C assaults Obsvd

Obsvn Period
1 2 3 4 5

1. Protest verbally
2. Threatens offending
3. Strikes offending C
4. Goes to other C for help
5. Goes and plays w/other C
6. Cries
7. Goes to A
8. Isolates self
9. Continues Activity
10. Situation did not occur

G. Solitary Play

Obsvn Period
1 2 3 4 5

1. Absorbed in Play
2. Vocalizes to self
3. Verbalizes to self
4. Smiles or laughs
5. Changes toys or games
6. In appropriately uses toys
7. Looks at A while playing
8. Looks at C while playing
9. Easily distracted
10. Situation did not occur

H. Reaction to Success

Obsvn Period
1 2 3 4 5

1. Repeats game
2. Stops play
3. Goes to new game
4. Show to A
5. Show to C
6. Smiles to self
7. Vocalizes to self
8. Claps hands
9. Jumps/runs
10. Situation did not occur

I. Reaction to Frustration	
Obsvn Period 1 2 3 4 5	
	1. Stops play
	2. Isolates self
	3. Throws/kicks toys
	4. Cries/Screams
	5. Goes to new toy/game
	6. Goes to A for help
	7. Goes to C for help
	8. Persists w/unsuccessful R
	9. Situation did not occur

J. Additional Behaviors	
Obsvn Period 1 2 3 4 5	
	1. Mouths fingers
	2. Mouths objects
	3. Fingers/Touches objects
	4. Passively observes A/C
	5. Avoids other C
	6. Avoids A
	7. Seeks nearness to A
	8. Seeks nearness to C
	9. Interrupts C's play
	10. Talks/plays w/A
	11. Talks w/C
	12. Seeks help from A
	13. Seeks help from C
	14. Shows/Gives Toy/work to A
	15. Shows/Gives toy/work to C
	16. Ask A for toy
	17. Cries/screams
	18. Moves freely about room
	19. Isolates self
	20. Smiles/laughs/squeals
	21. Shows affection

APPENDIX C

HOW I SEE MYSELF SCALE

"How I See Myself Scale"

I would like to explain this scale to you and tell you why you are being asked to answer these questions. This is a part of a study. We are trying to get information that we hope will eventually help us provide a better life for your child.

Let me emphasize that this is not a test to see how much you know or do not know about something. These questions are all about you. They are to learn how you see yourself most of the time. There are no right or wrong answers. We are only interested in what you think about yourself.

I am going to ask you to think about yourself for a little while before you write anything. I want you think of how you are most of the time .... not how you think you ought to be .... not how your husband or friends what you to be. No--this is to be how you yourself feel you are most of the time.

Let me first promise you that these papers will not be seen by anyone here. They are being sent to the University of Florida, which is working with us. All we will have is a general report about all our parents (like on the TV commercials for Crest). You can be sure that no one here will know how you or any other parent here filled this out.

Now--let's look at the papers.

Look at No. 1. On the side it has, "Nothing gets me mad" and on the other side, "I get mad easily and explode." If you feel that nothing gets you too mad most of the time, you would circle the 1. If you feel that most of the time you get mad easily and explode, you would circle the 5. If you feel you are somewhere in between, you would circle the 2, 3, or 4.

Look at No. 2. It is different. On one side it has, "I don't stay with something till I finish." If you feel that most of the time you don't stay with things and finish them, you would circle a 1. If you feel that most of the time you do stay with things and finish them, you would circle the 2, 3, or 4. It is important to see that some of these mean one thing on the left side; some of them mean another. It is important to think about each statement as I read it. I will answer any questions you need answered, so feel free to ask them.

Remember, we want how you yourself feel. We want you to be honest with us in your answer. Remember, it is how you feel most of the time.

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Institute for Development of Human Resources
College of Education
University of Florida
Follow Through Project

HOW I SEE MYSELF SCALE

Parent Name_____City_____

Child's Name_____Date_____

Child's Teacher_____Collected By_____

1.	Nothing gets me too mad	1	2	3	4	5	I get mad easily and explode
2.	I don't stay with things and finish them	1	2	3	4	5	I stay with something till I finish
3.	I'm very good at drawing	1	2	3	4	5	I'm not much good in drawing
4.	I don't like to work with others	1	2	3	4	5	I like to work with others
5.	I wish I were smaller (taller)	1	2	3	4	5	I'm just the right height
6.	I worry a lot	1	2	3	4	5	I don't worry much
7.	I wish I could do something with my hair	1	2	3	4	5	My hair is nice-looking
8.	Teachers like me	1	2	3	4	5	Teachers don't like me
9.	I've lots of energy	1	2	3	4	5	I haven't much energy
10.	I am ignored at parties	1	2	3	4	5	I am a hit at parties
11.	I'm just the right weight	1	2	3	4	5	I wish I were heavier (lighter)
12.	Women don't like me	1	2	3	4	5	Women like me a lot
13.	I'm very good at speaking before a group	1	2	3	4	5	I'm not much good at speaking before a group
14.	My face is pretty (good looking)	1	2	3	4	5	I wish I were prettier (good looking)
15.	I'm very good in music	1	2	3	4	5	I'm not much good in music
16.	I get along well with teachers	1	2	3	4	5	I don't get along with teachers
17.	I don't like teachers	1	2	3	4	5	I like teachers very much
18.	I don't feel at ease, comfortable inside myself	1	2	3	4	5	I feel very at ease, comfortable inside myself
19.	I don't like to try new things	1	2	3	4	5	I like to try new things

Follow Through Project HOW I SEE MYSELF SCALE

20.	I have trouble controlling my feelings	1	2	3	4	5	I can handle my feelings
21.	I did well in school work	1	2	3	4	5	I didn't do well in school
22.	I want men to like me	1	2	3	4	5	I don't want men to like me
23.	I don't like the way I look	1	2	3	4	5	I like the way I look
24.	I don't want other women to like me	1	2	3	4	5	I want other women to like me
25.	I'm very healthy	1	2	3	4	5	I get sick a lot
26.	I don't dance well	1	2	3	4	5	I'm a very good dancer
27.	I write well	1	2	3	4	5	I don't write well
28.	I like to work alone	1	2	3	4	5	I don't like to work alone
29.	I use my time well	1	2	3	4	5	I don't know how to plan my time
30.	I'm not much good at making things with my hands	1	2	3	4	5	I'm very good at making things with my hands
31.	I wish I could do something about my skin	1	2	3	4	5	My skin is nice-looking
32.	School was never interesting to me	1	2	3	4	5	When I was in school it was interesting to me
33.	I don't do my housework well	1	2	3	4	5	I do a good job at housework
34.	I'm not as smart as the others	1	2	3	4	5	I'm smarter than most of the others
35.	Men like me a lot	1	2	3	4	5	Men don't like me
36.	My clothes are not as I'd like	1	2	3	4	5	My clothes are nice
37.	I liked school	1	2	3	4	5	I didn't like school
38.	I wish I were built like others	1	2	3	4	5	I'm happy with the way I am
39.	I don't read well	1	2	3	4	5	I read very well
40.	I don't learn new things easily	1	2	3	4	5	I learn new things easily

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Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

APPENDIX D

SOCIAL REACTION INVENTORY

SOCIAL REACTION INVENTORY

INSTRUCTIONS

This is a questionnaire to find out the way in which certain events in our society affect different people. Each question has two choices, called a or b. Please choose the one of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

For each question, after I read both remarks to you, put a circle around a if you believe remark a more strongly; put a circle around b if you believe remark b more strongly. After each question tell me when you have made your choice. Then I will read the next one. Feel free to ask me to read any question over again. Be sure to print your name and other information asked for at the top of the page. Please do this now.

In some instances you may discover that you believe both remarks or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also, try to respond to one question at a time when making your choice; do not be influenced by your previous choices. REMEMBER, in each case, choose the remark which you personally believe to be more true.

Institute for Development of Human Resources
College of Education
University of Florida
Follow Through Project

SOCIAL REACTION INVENTORY

Parent Name_____City_____

Child's Name_____Date_____

Child's Teacher_____Collected By_____

I More Strongly Believe That:

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children today is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's troubles result from the mistakes they make.

3. a. One of the biggest reasons why we have wars is because people don't take enough interest in government.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

   b. It is the sad truth that an individual's worth often passes without being recognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is "hot air."

   b. Most students don't realize how much their grades are influenced by accident or chance.

6. a. Without the right breaks one cannot be a good and able leader.

   b. Able people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

   b. People who can't get others to like them, don't understand how to get along with others.

8. a. What a person is born with plays the biggest part in determining what they are like.

   b. It is one's experiences in life which determine what they are like.

9. a. I have often found that what is going to happen will happen.

   b. Putting trust in fate has never turned out as well for me as making a plan to take a certain course of action.

Follow Through Project SOCIAL REACTION INVENTORY Page 2

10. a. In the case of the well prepared student there is hardly ever such a thing as an unfair test.

    b. Many times test questions tend to be so different from class work, that studying is really a waste of time.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government plans.

    b. This world is run by a few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or back luck anyhow.

14. a. There are certain people who are just no good.

    b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by tossing a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Getting people to do the right thing depends upon being able, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are pushed around by forces we can neither understand, nor control.

    b. By taking an active part in government and social affairs the people can control world events.

18. a. Most people don't realize the point to which their lives are controlled by accident and chance.

    b. There is really no such thing as "luck."

19. a. One should always be willing to admit his mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are made up for by the good ones.

    b. Most troubles are the result of lack of know-how, lack of knowledge, being lazy, or all three.

22. a. With enough effort we can clean up dirty government.

    b. It is difficult for people to have much control over the things government leaders do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. The harder I study the better grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important part in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There is not much use in trying too hard to please people--if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I cannot understand why politicians behave the way they do.

    b. In the long run, the people are responsible for bad government on a national as well as on a local level.

Adapted by Larry M. Bilker, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601, from the Rotter I-E Scale.

APPENDIX E

THE PRESCHOOL INVENTORY

NOTE: "Preschool Inventory" (Standardization edition) by Bettye M. Caldwell; the 2-page answer sheet is not available for reproduction. This section is copyrighted 1967 by Educational Testing Service.

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